# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | | | | | | |
| First and Last Name | | | | | | Neil Rosanoff | | |
| School District | | | | | | Wilson | | |
| School Name | | | | | | Wilson Primary School | | |
| School City, State | | | | | | Phoenix, AZ | | |
| **Unit Overview** | | | | | | | | |
| **Unit Title** | | | | | | | | |
| All About Animals | | | | | | | | |
| **Unit Summary** | | | | | | | | |
| The teacher announces that the class is going to develop its own zoo for the classroom. Differences between domestic and wild animals will be explored. As well as habitat, eating habits, and physical features. The students will graph and classify animals to help answer the curriculum framing questions. A visual ranking tool will engage students in a discussion about what animal they find most interesting and why. Thinking about why they like an animal more than another will encourage students to develop higher-order thinking skills. | | | | | | | | |
| **Subject Area** | | | | | | | | |
| Science, Language Arts, Math | | | | | | | | |
| **Grade Level** | | | | | | | | |
| First Grade | | | | | | | | |
| **Approximate Time Needed** | | | | | | | | |
| 12 45-minute class periods, 1 per week | | | | | | | | |
| **Unit Foundation** | | | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | | | |
| Thinking about our thinking (metacognition) – ability to develop a plan of action, maintain that plan in mind over a period of time, and then reflect back on and evaluate the plan upon its completion. Aware of ones actions on others and on the environment. Ability to explain ones strategies of decision making. | | | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | | | |
| PO 2. Classify common words into conceptual categories (e.g., animals, foods, toys).  PO 2. Ask and answer questions by interpreting simple displays of data, including tally charts or pictographs  PO 3. Identify observable similarities and differences (e.g.*,* number of legs, body coverings, size) between/among different groups of animals. | | | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | | | |
| Given a tally chart the students will develop a graph to represent the data  Given a list of animals the students will organize the words into specific categories i.e. 2 legs, 4 legs, fins  Given a list of animals the students will judge which animals are more interesting | | | | | | | |
| **Curriculum-Framing Questions** | | | | | | | |
|  | | **Essential Question** | | | How do animals survive? | | |
|  | | **Unit Questions** | | | How are domestic and wild animals different? similar?How can animals be kept in a zoo? | | |
|  | | **Content Questions** | | | What kinds of animals live in a zoo?What do animals need to survive?How can animals be classified?How can the animals be graphed? | | |
| **Assessment Plan** | | | | | | | |
| **Assessment Timeline** | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * KWL chart * Verbal discussion |  | * Groups will graph animals according to features i.e. wild or domestic; mode of travel * Visual ranking tool to rank animals as most interesting | * Animal clasification list:   Legs, wings, or fins  Herbivore, carnivore, insectivore, or omnivore | * Presentation (posters, kidspiration…) of animal with physical features of the animal and their function.   Rubric:  Mode of travel  Eating habits  Skin, scales, or feathers | * Paragraph about the animal.   Checklist:  Topic sentence  Supporting details  Capitals and periods  Concluding sentence | | | | | | | | | |
| **Assessment Summary** | | | | | | | |
| Students will use a KWL chart to prepare for the unit. Assements will check for understanding of the curriculum-framing questions. Students will apply skills learned in performance objectives by creating graphs and classifying animals in lists by identifying similarities and differences. Teacher observation and notes will help students: monitor progress; reinforce the understanding of content questions; and encourage higher-order thinking. Students will develop a graphic representation of their animal along with a paragraph to showcase what has been learned. | | | | | | | |
| **Visual Ranking Elements** (Complete this section if this tool will be used in the unit) | | | | | | | |
| **Visual Ranking Project Name** (For the *Visual Ranking* workspace) | | | | | | | |
| Love Animals Love Life | | | | | | | |
| **Project Description** (For the *Visual Ranking* workspace) | | | | | | | |
| Animals are an important part of the world around us. Many people love to study animals, live with animals and use animals to do jobs people are not able to do. Which of our classroom animals do you find most interesting? | | | | | | | |
| **Prompt** (For the *Visual Ranking* workspace) | | | | | | | |
| Rank the animals you like best at the top of the list and the animals least interesting at the bottom. | | | | | | | |
| **Sorting List** (For the *Visual Ranking* workspace) | | | | | | | |
| Cheetah, Elephant, Dog, Cat, Penguin, Hippopotamus, Lion, Tiger, Rabbit, Fish | | | | | | | |
| **Practice Ranking** (For your future quick reference) | | | | | | | |
| Teacher ID:firstgrade | | | | | | | Password: |
| Practice Team ID 1:SUNS01-05 | | | | | | | Password: |
| Practice Team ID 2: | | | | | | | Password: |
| **Unit Details** | | | | | | | |
| **Prerequisite Skills** | | | | | | | |
| Graphing Data, Classifying, Some basic computer skills | | | | | | | |
| **Instructional Procedures** | | | | | | | |
| **Preparing for the unit**  A field trip to the zoo or in school presentation. Look for websites that have virtual trips to various zoos around the world. Find a good animal story from the library.  **Introducing the Unit**  Students are told the class is going to build its own zoo in the classroom. A KWL chart will be started to open the discussion. They are going to draw pictures and find other representations of the animal they chose to have in the zoo. Students will be asked what kind of animals are found in a zoo and what animals are at in homes. Then students are asked what animals need to survive in reference to the essential question. A rule called LAWS is discussed and the students will write these letter verically on a piece of paper. Students will then finish each letter with Land, Air, Water, Sun to consider what animals have in common for survival. | | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | | |
|  | **Resource Student** | | Partner with a very helpful student  Give individual attention to explain project activities | | | | |
|  | **Nonnative English Speaker** | | Offer translation of material in native language if possible.  Show examples of completed work | | | | |
|  | **Gifted Student** | | Student can be expert for reading, writing, or technology.  Student can elaborate on work finished such as typing written work or exploring more details about chosen animal. | | | | |
| **Materials and Resources Required For Unit** | | | | | | | |
| **Printed Materials** | | | | Library books about animals, various websites, videos | | | |
| **Supplies** | | | | Poster size paper, pencils, crayons/markers | | | |
| **Technology -Hardware** | | | | Smartboard | | | |
| **Technology -Software** | | | | Microsoft Word | | | |
| **Internet Resources** | | | | www.nationalgeographic/kids | | | |
| **Other Resources** | | | | Guest speakers from the zoo if possible | | | |

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